

**CENTRAL HIGH**  
200 Zion Church Road  
Pageland, South Carolina 29728

**GRADES** 9-12 High School

**ENROLLMENT** 694 Students

**PRINCIPAL** J. R. Green 843-672-6115

**SUPERINTENDENT** John E. Williams, PhD 843-623-2175

**BOARD CHAIR** Jerry D. Holley 843-334-8420

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	7	4	3	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 11 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2002</b>	Good	Excellent	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Below Average	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	72.4	N/A	N/A	72.4	N/A	N/A
<b>Passed 1 subtest</b>	9.9	N/A	N/A	14.6	N/A	N/A
<b>Passed no subtests</b>	17.8	N/A	N/A	13.0	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	90.5%	95.2%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	3.8	8.3
<b>Seniors who met the SAT/ACT requirement</b>	3.8	8.4
<b>Seniors who met the grade point average</b>	57.7	45.2

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	157	155
<b>Number of Diplomas</b>	92	114
<b>Rate</b>	58.6%	74.5%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	105	90.5	104	3.8	157	58.6	YES
<b>Gender</b>							
Male	51	90.2	52	5.8	87	49.4	N/A
Female	54	90.7	52	1.9	70	70.0	N/A
<b>Racial/Ethnic Group</b>							
White	61	90.2	57	7.0	87	62.1	N/A
African-American	43	90.7	46	0.0	65	56.9	
Asian/Pacific Islander	1	I/S	0	N/A	1	I/S	N/A
Hispanic	0	N/A	1	I/S	3	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	1	I/S	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	93	95.7	90	4.4	134	66.4	N/A
Disabilities other than speech	12	50.0	14	0.0	23	13.0	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	105	90.5	104	3.8	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	2	I/S	N/A
Non-Limited English Proficient	105	90.5	104	3.8	155	59.4	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	39	89.7	46	0.0	78	44.9	N/A
Full-pay meals	66	90.9	58	6.9	79	72.2	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	163	93.3	23.4	24.1	33.1	19.3	61.4	YES	NO
<b>Gender</b>									
Male	84	90.5	31.9	20.8	31.9	15.3	56.9	N/A	N/A
Female	79	96.2	15.1	27.4	34.2	23.3	65.8	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	93	95.7	20.0	17.6	34.1	28.2	68.2	YES	YES
African-American	67	89.6	29.8	31.6	31.6	7.0	52.6	YES	NO
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	118	98.3	9.0	24.3	41.4	25.2	76.6	N/A	N/A
Disabled	45	80.0	70.6	23.5	5.9	N/A	11.8	I/S	NO
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	163	93.3	23.4	24.1	33.1	19.3	61.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	162	93.2	23.6	23.6	33.3	19.4	61.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	79	92.4	34.3	22.9	31.4	11.4	51.4	YES	NO
Full-pay meals	84	94.0	13.3	25.3	34.7	26.7	70.7	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	163	92.6	20.1	22.9	33.3	23.6	67.4	YES	NO
<b>Gender</b>									
Male	84	89.3	26.8	15.5	33.8	23.9	62.0	N/A	N/A
Female	79	96.2	13.7	30.1	32.9	23.3	72.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	93	94.6	14.3	14.3	36.9	34.5	77.4	YES	YES
African-American	67	89.6	29.8	36.8	26.3	7.0	50.9	YES	NO
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	118	98.3	8.1	22.5	39.6	29.7	82.0	N/A	N/A
Disabled	45	77.8	60.6	24.2	12.1	3.0	18.2	I/S	NO
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	163	92.6	20.1	22.9	33.3	23.6	67.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	162	92.6	20.3	23.1	32.9	23.8	67.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	79	92.4	28.6	28.6	31.4	11.4	55.7	YES	NO
Full-pay meals	84	92.9	12.2	17.6	35.1	35.1	78.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 694)</b>				
Retention rate	12.3%	Down from 13.3%	9.5%	9.1%
Attendance rate	92.4%	Down from 92.6%	95.6%	96.0%
Eligible for gifted and talented	0.0%	No change	4.3%	5.8%
With disabilities other than speech	22.1%	Up from 21.5%	14.2%	12.7%
Older than usual for grade	12.8%	Down from 13.0%	12.7%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Down from 17.1%	0.9%	1.6%
Enrolled in AP/IB programs	2.0%	Down from 4.1%	9.8%	10.2%
Successful on AP/IB exams	N/AV		40.3%	53.8%
Annual dropout rate	8.7%	Up from 6.6%	2.9%	2.7%
Career/technology students in co-curricular organizations	19.2%	Up from 8.1%	6.5%	3.6%
Enrollment in career/technology center courses	573	Down from 607	339	466
Students participating in worked-based experiences	55.8%	Up from 48.9%	29.1%	25.7%
Career/technology students mastering core competencies	72.6%	Up from 67.7%	73.2%	77.7%
Career/technology completers placed	95.4%	Down from 97.8%	98.5%	99.3%
<b>Teachers (n= 51)</b>				
Teachers with advanced degrees	56.9%	Up from 55.8%	50.0%	52.0%
Continuing contract teachers	78.4%	Up from 67.3%	82.7%	82.1%
Highly qualified teachers**	89.2%	N/A	90.7%	89.5%
Teachers with emergency or provisional certificates	15.6%		8.7%	8.6%
Teachers returning from previous year	92.8%	Up from 89.4%	86.0%	86.2%
Teacher attendance rate	94.6%	Down from 95.8%	95.0%	95.3%
Average teacher salary	\$40,703	Up 1.1%	\$40,812	\$41,060
Prof. development days/teacher	14.0 days	Up from 10.6 days	10.4 days	10.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.1 to 1	24.1 to 1	26.4 to 1
Prime instructional time	85.5%	Down from 86.7%	89.3%	90.0%
Dollars spent per pupil*	\$6,251	Up 1.7%	\$6,719	\$6,310
Percent of expenditures for teacher salaries*	63.1%	Up from 62.5%	58.2%	57.9%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	63.6%	Down from 82.1%	90.7%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.0%	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year at Central High School started with the opening of the \$4.5 million addition to the school. All academic classes moved out of the approximately 20 portables into the main building. I believe all that have seen the building are pleased with the results. One addition that was added late in the year was 16 security cameras located throughout the building. Hopefully, these cameras will add another dimension of safety and security to our school. We were obviously disappointed in the 2002-2003 unsatisfactory report card rating. This report card, like the previous unsatisfactory report, would have been rated higher had one student performed better in either the LIFE Scholarship area or the Graduation Rate area. However, not all things on the report card were negative. Data analysis indicated significant gains in both SAT averages (975 from 915) as well as an increase number of students passing 2 sections of the exit exam. 2002-2003 Exit Exam data indicated that 65.7% of the tenth grade students passed all three portions of the Exit Exam on the first attempt. This represents only a 1.6% drop (two students less) from the previous year's score, which was Central High School's best score ever. This is also only 1.7% below the state average, also only two students. Reading increased 3.2% and Math scores rose for the second year in a row, this year to 83.5% or a 6.6% increase. The dropout rate was reduced 2.6%. 30% of the 2004 graduating class (approximately 31 students) qualified for LIFE Scholarships, but only 3 met the 1100 point SAT requirement; therefore, one of the things we did this winter was to conduct a one-day SAT workshop for over 100 students. We feel this workshop will help with our SAT effort. We plan to conduct another in the fall of 2004. I hope that you see that there are many good things happening at Central High School; however, we are still working hard to find ways to help our students perform better on the new HSAP exit test, which is significantly more difficult than the BSAP. We are currently evaluating our curriculum to see what we can do to address the problem. Teachers and administrators are attending workshops and training to learn new methods and techniques to use in the classrooms to assist students in the learning process. We continue to use the Collins Method of writing across the curriculum to improve students' reading and writing skills.

Dr. Jim Arrowood, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	48	101	28
Percent satisfied with learning environment	80.4%	72.3%	64.0%
Percent satisfied with social and physical environment	89.6%	77.0%	60.7%
Percent satisfied with home-school relations	29.8%	81.2%	53.6%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.